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Implementation of the UNECE Statistical Programme 2014

Note by the Secretariat

Addendum

Report of the Workshop on Human Resources Management and Training: Modernizing statistics – How to get there?

Summary

The document presents the outcome of the Workshop on Human Resources Management and Training held on 15-17 October in Geneva, Switzerland. The workshop discussed modernization of national statistical offices, how common resources can contribute to that, change management, training and learning, job competencies for the future, measurement of the outcome of human resources management and training, and strategic directions for the future.

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I. Introduction

1. The workshop on Human Resources Management and Training (HRMT): Modernizing statistics – how to get there? was held in Geneva, Switzerland, on 15-17 October 2014.

2. The workshop was attended by representatives from Albania, Armenia, Australia, Azerbaijan, Belarus, Bosnia and Herzegovina, Canada, Croatia, Georgia, Germany, Hungary, Ireland, Italy, Kazakhstan, Kyrgyzstan, Latvia, Luxembourg, Mongolia, Montenegro, Netherlands, Norway, Poland, Republic of Moldova, Russian Federation, Slovakia, Slovenia, Spain, Sweden, Tajikistan, Turkey, Turkmenistan, Ukraine, United States of America, and Uzbekistan. Representatives of the European Commission (Eurostat), European Free Trade Association (EFTA), and the Statistical Office of Kosovo were also present. Nicole Njaa (HEADWAY AS) participated as invited guest speaker.

3. The workshop was chaired by Italy. The sessions of the workshop were chaired by Netherlands, Norway, Poland, Australia and Eurostat.

II. Agenda of the workshop

Session 1: Modernizing National Statistical Offices

Session 2: How can HRMT contribute to the modernization of the NSO?

Session 3: Change management

Session 4: Training and learning

Session 5: Job competencies for the future

Session 6: Measurement of the outcome of the HRMT activities

Session 7: Strategic directions for the future

III. Summary of the workshop and the main conclusions reached

4. Recommendations for future work are given in section IV below. An overview of the main issues discussed during the sessions and the conclusions reached are presented in the Annex.

IV. Recommended future work

5. The participants of the workshop agreed on the following proposals for possible future work:

6. Two groups have been working on HRMT: The *Steering Group on HRMT* (Australia, Italy (chair), Netherlands, Norway, Poland, Eurostat and UNECE), established by the Conference of European Statisticians Bureau, and the *High Level Group Modernization Committee on Organizational Framework and Evaluation* (Australia (chair), Canada, Ireland, Italy, Moldova, Netherlands, Poland, Eurostat, OECD and UNECE). The Modernization Committee works on HRMT issues related to modernization of statistics, including e.g. competencies and organizational changes, and legal and licensing issues. Thus, there are considerable overlaps of both issues discussed and members of the two groups.

7. Based on a proposal of the Steering Group on HRMT and the HLG Modernization Committee on Organizational Framework and Evaluation, the participants of the workshop unanimously supported that the two groups should be merged to avoid duplication of efforts and ensure efficient organisation of work. Future work on HRMT, therefore, should be organised by the HLG Modernization Committee, which should continue its work in the areas of change and risk management; building competencies; guidelines for managers; evaluation; and communicating modernization. The Steering Group will cease to exist.

8. The participants of the workshop agreed that the HLG Modernization Committee should organise a workshop on HRMT in 2016. The following topics were proposed to be included on the agenda of the workshop:

- The role of HRMT in modernising statistics; strategic and business plan level; culture change.
- Implementing organizational changes; change and risk management; examples of good practices; motivation.
- Training and learning; e-learning; efficiency; performance management.
- Measuring and evaluating the outcome of HRMT activities.
- Skills and competencies; assessment of present levels, training and development.
- HRMT and Big Data; competencies; organizational changes.

Annex I

I. Summary of the presentations and discussions

A. Session 1. Modernising National Statistical Offices

Chair: Carsten Boldsen, UNECE

1. Presentations from Statistics Canada, Statistics Netherlands and ISTAT were provided, followed by group work moderated by Nicole Njaa.

2. The main points made during the session were:

(a) The presentation of Statistics Canada highlighted the challenges of national statistical offices (NSOs) to follow-up on the vision and strategy of the HLG, and the role of HRMT in this process. In particular, HRMT should look for answers to the following questions in relation to modernization:

- How to prepare staff for organizational changes?
- How to change organization culture?
- How to employ the right people with the right skills?
- How HRMT have to evolve in an era of continuous change?
- How to foster knowledge exchange/learning programme between NSOs?

(b) The presentation by Statistics Netherlands *Outcome of the Budapest workshop in 2012*, focused on the following issues: work of the Steering Group on HRMT; the "Compilation of good practices on HRMT" (released in July 2013); challenges for NSOs and HRMT (budget restrictions, growing competition, modernization of statistical products and services, attracting and retaining staff, etc.); the "HRMT pyramid" to assess HRMT activities in NSOs; the role of HRMT in the modernization process.

(c) The presentation by ISTAT showed the outcome of the 2013 survey on HRMT and modernization, conducted among UNECE member states. The purpose of the survey was to collect information on the challenges related to the modernization process in NSOs to feed into the preparation of the 2014 HRMT workshop.

(d) For the group work participants were divided into groups, which were asked to discuss the following questions: i) What are the most important messages from the three presentations during this session? ii) What issues would it be useful to learn more about during the workshop? iii) What are the most important questions to the presenters?

(e) The groups identified the following important messages from the presentations: senior management support is crucial for a successful modernization process; collaboration between NSOs is beneficial; collaboration inside NSOs is also important; how to implement and manage changes; how to work with limited resources, and the role of HRMT in the modernization process.

(f) Participants identified the following areas where they would like to learn more during the workshop: how to motivate staff; how to involve senior management; how to work efficiently with limited resources; knowledge management; how to change organizational structures; how to improve cooperation between NSOs; job competencies, and which competencies will be the important ones for the future; risk management; how to

measure productivity; what makes us effective; how to make work more attractive and to retain qualified staff; and training experiences and practices.

The following questions were posed by the groups to presenters:

- How to implement organizational changes?
- Where there any surprises in the survey on HRMT and modernization?
- How to get at the top of the HRMT pyramid?
- How to get from actions to results?
- Recommendations on risk management?
- How to increase motivation in challenging environment?

3. The answers of the presenters are summarised below:

(a) The organizational structure should be the result of a decided strategy. It is important to think through what changes you want to implement, for which purpose a clear vision should be in place. The vision, in turn, should be supported by clear principles that should be implemented. A system to regularly monitor the implementation of the principles should be established.

(b) The most surprising outcome of the staff survey was the low score of staff wellbeing compared to HR policies in the process of modernization. Another surprise was that standardisation of processes can help modernization.

(c) The HRMT pyramid offers a way to assess the type of HRMT activities carried out. It may be helpful to identify to which level of the pyramid current HRMT activities belong and use this as basis for a strategy for further development.

(d) To get from actions to results it is important to have a vision, principles that support the vision and projects for the implementation of the principles.

(e) The work on risk management is ongoing. It was recommended to share a glossary on risk management, for example to help to identify differences between criticalities and risks since they should be dealt with in different ways.

(f) The following examples were given on how to increase motivation of staff: i) Maintain dialogue with employees. In Statistics Netherlands employees were asked to suggest solutions to the problems in the organization. ii) Statistics Canada organised a Big Ideas conference, were all employees were asked to put forward ideas to improve working environment. Top 10 ideas were presented at the conference and later implemented by the Chief Statistician. iii) Efficient and transparent communication and decision taking within the organization.

B. Session 2: How can HRMT contribute to the modernization of the NSOs?

Chair: Wouter Jan van Muiswinkel, Statistics Netherlands

4. In the first part of the session papers from CSO Poland, US Bureau of Labour Statistics and Hungarian CSO were presented.

(a) The CSO of Poland presented a paper *Preparation of human resources for changes resulting from the modernization of statistical production in Polish public statistical system*. CSO Poland is taking the following steps to prepare for changes: i) determination of the employee's competences; ii) Gradual introduction of task

specialization; and iii) Raising the general level of competences through training and continuing human resource education. The change strategy will be implemented using a gradual approach (step-by-step and stretched in time) foreseen in the period 2014-2021. To coordinate the reorganizing process, a special 'Task team' is appointed. Also, a Knowledge Management System will be introduced.

(b) The US Bureau of Labour Statistics presented the paper *Opportunities, Challenges and Practical Approaches for Training and Human Resource Management in National Statistical Offices*. Management is critically important in the changing process: alignment of authority, accountability and skills, but also intellectual property. Literature study shows that matrix organization should be a logical way to organize management of large organizations, including large statistical offices. Training needs in a changing environment are mainly grouped around technical training (methodology, information technology and substantive areas such as economics, public health, demography) and management and leadership training.

(c) The Hungarian CSO presented the paper *Career of "Ian Statistic" based on the new HR strategy of the Hungarian Central Statistical Office*. The presentation followed the career path of a fictional new employee from begin to end ('40 years in 10 minutes'). The paper describes in a practical way how a young person meets HCSO at a career event at university, how he is offered an internship, applies for a job and then is employed. Every half year his performance will be assessed. The results provide the basis for new HRMT actions to further develop his career. Along his career, the HCSO motivates the employee in different ways to retain him. If he decides to leave, an exit interview is taken to find out the reason for leaving and the results are used to develop HRMT further.

5. The main issues of the discussion were:

(a) The papers approach the contribution from HRMT from three perspectives: the first paper focused on change-management, the second on management-development and training, and the third paper focused on specific HRMT tools to contribute to the deployment of change in an NSO.

(b) Following the first presentation, participants of the Workshop were looking forward to hear more about experiences with this change strategy, which will be implemented in the coming years.

(c) The question was raised whether matrix organization is widely used in NSOs. It turned out only NSOs in the US, Canada and Australia use matrix-organization at this moment. Other NSOs have a division structure to ensure uniform control. In some NSOs the division structure is combined with project or program management. In this way elements of matrix management and line management are combined.

(d) The practical implementation of the HR strategy by the HCSO was well received and may be used as an example of good practice.

6. In the second part of the session posters were presented from the Republic of Moldova, Poland and USA.

(a) The U.S. Census Bureau presented a poster *Building a Strategic Workforce Planning Capability at the U.S. Census Bureau*. Strategic workforce planning includes: identifying mission-critical competencies; assessing current workforce competency distributions; analysing gaps between current and desired states, and; working to close the gaps between current and desired states. For the past two years, the Census Bureau has had a strategic workforce planning initiative underway to build this new capability. Challenges, process steps, lessons learned, and the results of assessing employees are described. The presentation also showed how the improved capability has affected human capital related processes and has helped to prepare management for changing work and workforce.

(b) The CSO of Poland presented a poster *Towards an integrated analytical approach*. In order to meet users' demand for analysis and explanation of socio-economic phenomena a professional analytical team was established to adjust statistical content and presentation to better meet users' needs. The effective performance of analytical work requires preparation of team-members with the right knowledge and skills and access to integrated dataset and specialized tools supporting data analysis.

(c) The National Bureau of Statistics of Moldova presented the poster *Experience of the National Bureau of Statistics of the Republic of Moldova in the modernization of human resources*. The poster describes the organizational changes which were implemented to integrate the Main Computer Center and create a modern unified statistical information system and a homogeneous information environment both within the national statistical system, and on the national level. The process required improvement of professional skills for statisticians and IT personnel. The new organizational setup is a huge step forward in modernizing the organizational structure of the NBS and meets the requirements of national legislation and European statistical systems.

(d) A room document on *Diversity management* from Statistics Luxembourg was also available. It describes the Diversity Charter Luxemburg, which provides a common vision of diversity. The key factor of the diversity policy is to ensure that all staff has employment and career opportunities suited to their skills and aspirations, while respecting and taking into account their individual characteristics (gender, race, age, ethnic or social backgrounds, disability, language, religion or beliefs, political opinions, sexual orientation, among others). The concept of Diversity management is based on the idea that recognizing the plurality of human profiles within the organization contributes to economic success if it is consciously integrated into the organization's strategy and managerial practices.

C. Session 3: Change management

Chair: Hans Viggo Sæbø, Statistics Norway

7. Papers from Australian Bureau of Statistics (ABS), Statistics Norway, Statistics Sweden, and the National Institute of Statistics of Italy (ISTAT) were presented.

8. The following points were made during the session:

(a) The ABS presented their change management strategy, which highlighted the following steps for change: setting the scene for change; taking stock of the organizational culture and preparing a culture change plan (profile current organizational culture, determine the ideal culture, assess gaps between current and ideal, develop a plan to focus on key activities). The culture change plan will build on and complement: leadership programs; change management training; recruitment; development and performance agreements; recognition and reward programs; corporate plan and people plan; one the job coaching; and mentoring.

(b) Statistics Norway presented the LEAN system, what is Lean management and the importance of Lean culture. The purpose of implementing LEAN was to increase efficiency of different operations and of the responsiveness in relation to the needs of the organization and its partners, and improve internal and external communication. LEAN provides principles, approaches and tools to support sustainable and continuous improvement. It requires openness, creativity and willingness to change among participants, good management and follow-up. Implementing LEAN requires heavy and sustainable involvement of the HR division.

LEAN management overlaps with strategic, academic and personnel management. Strong organizational culture is very important for the success of LEAN. A culture gap analysis

was performed in the context of LEAN to identify gaps between today's culture and the culture that should be achieved. The following cultural drivers were identified: leadership style; communication; behaviour and work style; organizational structure; "stories" told and the words and terms used.

(c) Statistics Sweden presented the paper *Excellent management and leadership support for putting change management into practice successfully – Why, What, How and Results*. Especially relevant to this workshop are management systems for excellence and their relationship to the extensive management and leadership support launched in 2013. The long term target (2020) is to achieve excellence when it comes to both management and leadership competence.

(d) ISTAT presented it's risk management process. The process was launched in 2009 and reached full implementation in 2013-2014. The project was developed following 4 parallel but related paths: organization, training and dissemination, risk management process and information supporting system. The evaluating of risks includes: survey on perception; risk identification; risk assessment; communication and reporting. Priority areas identified included management and administrative procedures; recognition and quantification of costs to properly deploy available resources; integration of management systems and sector plans; tendering procedures; technical management and monitoring of contracts; compliance with regulations and technical standards.

D. Session 4: Training and learning

Discussant: Thana Chrissanthaki, Eurostat

9. Papers from ROSSTAT, ABS and Statistics Netherlands were presented in the first part of the session. A paper from Statistics Korea was provided as a room document.

10. The following points were made during the session:

(a) The paper from ROSSTAT described the organization of the office and the kind of training offered to employees. The paper also described the promotion of official statistics to high school students and partnerships with Universities. The types of cooperation with Universities include: target tuition; Olympiads on statistics; advanced professional training of ROSSTAT employees; curriculum development and internships and traineeships. Three federal training classrooms are established within the system of the Federal State Statistics Service.

(b) The ABS presented the *Statistical Capability Framework: transforming the statistics capability learning environment*. The framework has three tiers. Tier 1 – Three statistical dimensions (statistical use, statistical leadership, statistical production). Tier 2 – Main processes (12 categories across the 3 dimensions). Tier 3- skills required (64 skills descriptions across the 12 process categories). Benefits of the common framework are common language; ability to share resources; increased collaboration to develop and support learning resources; identification of priority resource gaps.

(c) The paper from Statistics Netherlands presented a new Roadmap for learning and development. The Roadmap is prepared to connect employees and managers on different topics where knowledge can be shared or skills can be acquired. The Roadmap is based on the 70:20:10 philosophy to gradually introduce blended learning. 70 % is experience on the job, 20% feedback and 10% training. Two reasons for creation of the roadmap were: i) Bright employees who experience roadblocks when developing their skills and experiences, and ii) Difficulties in finding the right information about learning and knowledgeable colleagues, etc.

The map includes three areas which reflect the core business processes: input (data collection), throughput (data processing) and output (dissemination). In these areas one will find the relevant competencies, communities and knowledge, each of which has its own ambassador. The map also includes activities that support the core processes: advice and support; personal development, and; management development and project management. Ambassadors can point out which formal training is suitable, and, more importantly, offer insights to learning by doing. The roadmap (based on Sharepoint2013) is dynamic and hosted on the intranet in Statistics Netherlands.

11. The presentations were followed by poster sessions by Destatis and Statistics Netherlands.

(a) The poster presentation of Destatis described an E-learning course introduction to official statistics in Destatis. It consists of 18 e-learning modules on organizational and legal subjects and statistical and methodological foundations. The duration of the training is about 15 hours. The idea behind this project is to train new academic staff, encourage mobile learning and complement traditional forms of training. The challenges faced included guidelines for IT security of the Federal Government and establishment of a comprehensive data protection and barrier-free learning platform, including convenient access for disabled people.

(b) Statistics Netherlands presented a project on a course organised with Utrecht University. The course takes place every summer, and covers essentials of survey methodology and analysis. There are two separate modules each lasting one week. One is focusing on design, implementation and data processing, the other on statistical analysis and estimation. The benefits for the NSO are: i) Knowledge exchange with universities on design, methods and IT tools; ii) Complementing theoretical and applied knowledge; iii) Stimulate academic research relevant for the NSO; iv) Recruitment of the course participants at the NSO; v) Improvement of existing NSO courses, use of course material and exercises; and vi) Networking of the participants.

(c) The paper from Statistics Korea on classroom learning versus e-learning was presented as a room document. It describes different types of trainings available in Statistics Korea and their evaluation. It concludes that: i) it is necessary to expand cyber-learning (e-learning + u-learning); ii) Classroom training should be restructured and include topics such as Big Data, data linkage, administrative data, IT, blended learning; iii) it is important to motivate employees for training; iv) HRMT systems should be harmonised; v) it is difficult to measure the outcome of the training activities; vi) the quality and content of all courses, should be addressed in relevant training plans.

12. In the second part of the session papers from Eurostat, ISTAT, HCSO and Statistical Office of Montenegro were presented.

(a) The paper from Eurostat describes the implementation of the European Master in Official Statistics (EMOS). The EMOS is implemented as a label for existing master programs. The EMOS label stands for the excellence in European statistics and applies quality standards. There are two types of programmes, one is compulsory EMOS module which is around 10% of the whole master programme, and the other one is semi-elective courses that account for around 30% of the whole master programme. A call for interest and preselection of Universities for the EMOS programme was planned to take place in autumn 2014. The first Master programmes with the EMOS label are expected in the spring of 2015.

(b) ISTAT presented a paper on the training needs in the NSO in view of the new European Master in Official Statistics. The paper described the Italian National Statistical System (NSS) which also includes regional and local offices, and their main characteristics, technical competencies, competencies, self-evaluation and training needs. The paper

concludes that not only NSO but also the national statistical system could benefit from EMOS. It will help to strengthen their role as effective support of the policy making and evaluation process, to strengthen their reputation inside the administration, to gain credibility in front of the public, and improve overall quality of official statistics. To build a successful EMOS project it is important to: build an effective curriculum, to achieve visibility and clear understanding by potential users, good reputation, and make it relevant for the labour market.

(c) The Hungarian Central Statistical Office presented the paper *Towards EMOS students' internship in the HCSO*. The HSCO has cooperation agreements with 14 Universities in Hungary and all of them can benefit from internship program. The HCSO offers internships to familiarize students with the culture of official statistics, to show the work of the HCSO, to advertise jobs and to get to know possible future employees, and to increase the reputation of the HSCO.

(d) The presentation from Montenegro described how EMOS can help tackle future challenges of the European Statistical System. One of the strategic goals of MONSTAT is to strengthen and further educate administrative capacities in the field of official statistics. MONSTAT signed an agreement with a university in 2013 for cooperation in different areas of official statistics, including the implementation of the EMOS program. EMOS would significantly contribute to the realization of the goals and progress of administrative capacity in MONSTAT.

E. Session 5: Job competencies for the future

Chair: Anna Borowska, CSO of Poland

13. Papers from National Statistical Committee of Belarus, CSO Ireland, ISTAT and CSO of Poland were presented.

14. The main issues of the discussion were:

(a) The paper from Belarus described the development of job competencies for the future. This includes setting up group of experts in different areas of statistics, legislation and HR management; approving organizational arrangement for the development of professional competency profiles; preparing guidelines for the development of professional competencies profiles of the positions. The job profiles will be reviewed by management. Implementation of the competencies profiles will allow for changes in recruitment, training and assessment of personnel.

(b) Central Statistical Office of Ireland presented the paper *Skilled staff – the secret to modernizing statistics*. The aim of the CSO is to create an agile workforce, positioned to deliver in a modern fast moving environment. To achieve this goal CSO prepared the following 3 steps: skills register, Continuous Professional Development (CPD) and integration. The skill register is used for assessing existing skills across the organization. It allows to capture the level of available skills of employees and to identify skills gaps. It also allows developing and delivering more focused training programs to meet existing and emerging requirements. The CPD is part of the broader CSO 20120 strategy to up-skill staff and improve customer service. The aim of CPD is to embrace the development of statistical, technical and general skills. CPD is regarded as an ongoing activity throughout the year for all staffs. One of the key deliverables of the introduction of the skills register and CPD is an integrated system, which allows staff members to input data to the CPD and the skills register on an ongoing basis. The combination of both aspects will create one dashboard for all information regarding CPD and Skills Register. The data from such a system will inform decisions at organization level and ultimately lead

to an agile workforce who will be positioned to deliver strong service in a fast moving environment.

(c) Istat presented the paper *A new job for statistician: the data scientist. Which skills, how to build them*. The digital development has made a large amount of data available to be explored and analysed to build knowledge and create value. To benefit from this development "data scientists" are needed – persons able not only to simply collect and report on data, but also able to look at those data from many perspectives, determine what they mean and suggest how to apply them. Organizations can either hire such profiles or train their own data scientists, investing in building and developing integrated team of data scientists competencies.

(d) The paper from the CSO of Poland dealt with the *Raising the level of competencies of the CSO employees through the modernization of statistical education system*. In order to upgrade the process of managing human resources the CSO introduced a project on management of competencies in 2012. As a result, a book of competence profiles was prepared, and modifications were made to recruitment and training in the CSO. There is a total of 20 competence profiles: 4 mandatory and 4-5 additional competencies for every profile.

Training of trainers and a mentoring programme was initiated to improve competencies of CSO employees. Both traditional/classroom, e-learning/blended learning and dedicated PhD studies were used for training of employees. It is also planned to create a Statistical Competency Academy to support modernization of the statistical system and implementation of the Generic Statistical Business Process Model.

F. Session 6: Measurement of the outcome of the HRMT activities

Chair: Donna Nicholson, ABS

15. This session was structured as a panel discussion, with the following panel members: Wouter Jan van Muiswinkel, Statistics Netherlands, Hans Viggo Sæbø, Statistics Norway, Anna Borowska, CSO of Poland, Antonio Ottaiano, ISTAT, Thana Chrissanthaki, Eurostat and Martin Lagerstrom, Statistics Sweden.

16. The panel members were discussing the following questions:

(a) What could be considered to be the three main outcomes of HRMT?

The answers to this question included the following:

(i) It is difficult to define concrete outputs of HR activities, but there should be results at the individual level, for the organizational culture and concerning leadership. Ideally, a main outcome would be to ensure a shared culture across the organization for cooperation and continuous improvement.

(ii) It is important to develop management and leadership support at all levels. This could be as part of an HRMT framework for the whole organization, which should also include practical approaches on how to work with various groups of staff, etc. The HRMT pyramid may give guidance on how to develop the HRMT further. The importance on following-up on decisions was underlined.

(b) What are the practical experiences in measuring the outcome of HRMT activities, and which are the challenges and pitfalls?

(i) It is not straightforward to measure the outcome or the impact of HRMT activities, and it may be difficult to justify spending on training activities.

(ii) Istat presented an example of telecommuting where a monitoring system was set up to assess progress of work and staff performance. The main problem of this kind of monitoring is cost.

(iii) One has to measure both costs and benefits. To measure the benefits it is useful with clear goals. It may be necessary to first measure the knowledge, skills and abilities already present in the NSO, and assess the impact on these of any HRMT activity. However, the method of measurement is crucial, as well as the timing of the measurement (for example, right after the training course or one year after the training).

(iv) In the European Statistical Training Programme (ESTP) courses there is a follow-up 6 months after the course, asking participants what they retained from the course for their work. Both individuals and managers are asked to evaluate the benefit of learning.

(v) While it is easier to measure costs and benefits of traditional training, other types of training/learning are more difficult to capture. It is difficult, e.g., to measure informal learning which constitutes 70% of all learning. Internal quality reviews may be used to map the effects of learning.

(c) Measuring the cost/benefit of HRMT activities is only logical if the information is then used. What are the experiences with using this type of information?

(i) When managers have financial mandates this helps to ensure balancing costs and benefits for every activity.

(ii) If available, competency evaluations and similar information are useful for the development of training plans.

(iii) Statistics Netherlands is working on development of a management dashboard in the format of an automated personnel management system. The system will provide information to managers on daily basis.

(iv) Experiences indicate that monitoring systems in some cases (e.g. on teleworking) are resource demanding to establish and maintain and, in effect, may be too costly compared to the potential benefits of the monitoring.

G. Session 7: Strategic directions for the future

Chair: Gabriel Gamez, UNECE

17. The session was facilitated by Nicole Njaa. Participants were divided into groups to discuss the following questions:

(a) Question 1: HRMTs position with regards to supporting the modernization of Statistical Office in your country/region: What are our key strengths in this work, and which which areas should be further developed?

The HRMT workshops have helped to facilitate exchange of experiences and cooperation between countries which was considered very useful. Concrete examples of the areas for development are mentioned in the list of the "steps in the right direction" that will be implemented by the participants upon return to their National Statistical Offices.

(b) Question 2: Capturing the learning from earlier sessions: What has inspired us, and what can we implement in the NSOs?

Many participants mentioned that they were inspired by the Roadmap for learning presented by Statistics Netherlands. Internship programme in the Hungarian Central

Statistical Office, summer school collaboration with Universities in Netherlands, presentations on competencies and training and presentation on the culture in the organization, that organization should have one voice and one common theme.

In the short term most of the participants indicated that they will communicate to senior management results of this workshop, and will ask for the implementation of different steps in the right direction mentioned below.

(c) Questions 3: The first step in the right direction: What activity would we like to start with when coming back, and what could be proposed for future work on HRMT?

The participants identified the following possible first steps in the right direction: Inform senior management about the content of the workshop; Communication among staff: communication plans; Internships in the NSO; Develop methodology for staff motivation; Collaboration with Universities and summer schools; E-learning: to develop e-learning plans and systems; Implement blended learning; Share e-learning programs between organizations; Development of competencies and skills: skill gap analysis, surveys and other tools to assess competencies; Implement system of exit interviews; Develop indicators to measure output of HRMT activities; Develop methodology of staff motivation; Develop internal training systems, share experience among countries; Formulate strategic learning and development plans; Implement introductory course for new employees; Change management and culture change; Develop risk management; Modernization of statistical production.